

FOREWORD

Welcome to the Special Issue of the Philippine ESL Journal!

This special issue is an offshoot of the concerted efforts of the eight authors and the pool of experts who meticulously reviewed the articles included in this volume. The eight carefully selected and evaluated papers cover a wide spectrum of topics in English language teaching in the Philippines. The proponents are from the leading universities in the country and from other reputable learning institutions beyond the walls of the National Capital Region. Hence, the Journal has become a very suitable venue for their scholarly publications that regard ESL teachers in the local and global language instruction milieu as their target audience.

The featured articles in this volume were written by Zayda S. Asuncion (St. Mary's University-Nueva Vizcaya), Marites B. Querol (St. Mary's University-Nueva Vizcaya), Ma. Melvyn P. Alamis (University of Santo Tomas), Katrina Ninfa S. Morales (University of Santo Tomas), Sterling M. Plata (De La Salle University), Bonifacio T. Cunanan (Bulacan State University), Alejandro S. Bernardo (University of Santo Tomas), and Paolo Nino Valdez (De La Salle University) and are a mark of the Filipino ESL teachers' heightened interest in research which in return, would affect improved pedagogy and classroom practices. It is therefore hoped that a greater number of ESL teachers and researchers will find them very timely, informative, interesting, and worth applying in their respective contexts.

The circle of reviewers comprised of Dr. Allan Benedict I. Bernardo (De La Salle University), Dr. Bonifacio T. Cunanan (Bulacan State University), Dr. Shirley N. Dita (De La Salle University), Dr. Merlyn V. Lee (De La Salle University - Dasmariñas), Dr. Marilu R. Madrunio (University of Santo Tomas), Dr. Carlo P. Magno (De La Salle University), Dr. Isabel P. Martin (Ateneo de Manila University), Dr. Remedios Z. Miciano (De La Salle University), Dr. Emely B. Orillos (University of Santo Tomas), and Dr. Sterling M. Plata (De La Salle University) spent much time to critique the articles and to ensure that they pass the publication standards and meet the expectations of local and international readers.

It is our fervent desire that this special issue of Philippine ESL Journal will contribute to making ESL teaching and learning a setting for more investigative and scholarly pursuits not only in the country but also far outside the Philippine shores.

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